



NETHERHALL SCHOOL

EMERGENCY PLAN

(This Plan should be read in conjunction with other documented policies/procedures held separately such as the Health and Safety Policy, Fire Safety Management Policy including Fire Evacuation Plan, Flood Plan, Influenza Pandemic Emergency Response Plan, Missing Child Procedures, First Day Calling Procedures (school's safeguarding response to children missing education), Off Site Visits Procedures and Asbestos Management Plan)

Version No.:	V5	Issue Date:	August 2023
Electronic copies:	Held on the schools T-Drive (H&S Document)		
Hard-copies:	David Tromans, Mark Bailey, Dale Stephenson, Mark Walsh,		
Location of Emergency Grab Bag(s):	Reception, Site office,		
Proposed Review Date:	August 2024		
Person Responsible for Review:	Mark Walsh		
This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents or members of the public.			

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	September 2018
2	Minor updates to 'School Closure Advice' link and Local Radio Stations	June 2019
3	Minor updates to change Local Safeguarding Children Boards (SCB) to Local Safeguarding Children Partnerships (SCP) and updates to links	February 2020
4	Update to CCC Building Maintenance Helpdesk out of hours contact details & CSCP email & website addresses	February 2020
5	Updated to include both the Cumbria and DfE Coronavirus (Covid-19) helpline details	March 2021

Definitions

For the purposes of this document a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

In the case of academies, free schools and alternative provision academies, the proprietor is the academy trust.

Wherever the term 'school' is used this also refers to colleges, academies and Pupil Referral Units (PRU) and references to Governing Bodies include Proprietors in academies and the Management Committees of PRUs and will usually include wrap around care provided by a setting such as Breakfast Clubs and After School Clubs and Extended Services such as after school activity clubs.

Wherever the term 'Health and Safety Services Provider' is used, this refers to the person or organisation from whom the school procure their health and safety services/advice e.g. **Cumberland Council Corporate Health and Safety Team**.

Wherever the term '**SEMT**' is used, this refers to the **School Emergency Management Team**.

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PLAN DISTRIBUTION AND STORAGE

All parties on the distribution list are required to safely and confidentially store a copy of this plan at their regular place of work **and** off-site i.e. at home / in vehicles / in grab bags. This Emergency Plan is distributed as follows:

Name	Job Title	Protected Version				Public Version				Logbook		Previous Version Destroyed		Notes
		Hard Copy		Electronic Copy		Hard Copy		Electronic Copy		Yes	No	Yes	No	
		Yes	No	Yes	No	Yes	No	Yes	No					
David Tromans	Head Teacher	x		x										
Mark Bailey	Deputy Head	x		x										
Dale Stephenson	Business Manager	x		x										
Mark Walsh	Facilities Manager	x		x										

SECTION 1 - CONTACT DETAILS

1.1 School Information

School Details			
Name of School	Netherhall School		
School Address	Netherhall road, Maryport, Cumbria, CA15 6NT		
Type of School	Secondary		
Status of School	(Community) Local Authority		
School Operating Hours <i>(including wrap around care, extended services, lettings etc.)</i>	06:45 – 18:00		
Building Plans	Refer to Section 1.2 overleaf		
Age range of pupils	11 – 18 years old		
Number of pupils	Current	849	At Capacity 1200
Number of Staff	<ul style="list-style-type: none"> • Management Inc. (SLT) 13 • Teaching 68 • Non-Teaching/Support 31 • Office 13 • Catering 9 • Cleaning/Facilities 11 		
Is the School a Nominated Emergency Assistance Centre (Reception Centre)?	Yes	<i>The school has 2 large halls which can accommodate around 500 people plus other additional areas to the school.</i>	
Nearest Emergency Assistance Centre (Reception) Centre	Victoria Cottage Hospital, Maryport Inshore Rescue and Maryport Dental Service.		
Air Ambulance Landing Point	Rear playing fields		

Office Contact Details	
Office Telephone No.	01900 813434
Office Fax No.	N/A
Office Email Address	Office@netherhall.cumbria.sch.uk
School Mobile No.	07734 689 364
School Website	www.netherhall.cumbria.sch.uk

1.2 Building Plans



Netherhall_School_plans.zip

1.3 School Staff & Governors

Name	Department	SEMT/Roles(s) <i>(if applicable)</i>
Jessica Adam	PE	
Marilyn Alderson	Cleaner	
Sarah Allen	English	
Lesley Askew	English	
Mark Bailey		Deputy Headteacher
Lisa Barber	LSD	
Lisa Barcock	Vocational	Assistant Headteacher
Martin Barlow	English	Assistant Headteacher
Stephanie Bateson	Examinations	Assistant Headteacher
Justin Bell	Maths	Assistant Headteacher
Rebecca Bell	Geography	
Damian Bird	English	
Julie Birkett	LSD	
Sarah Birkett	Cleaner	
Donna Bishop	Vocational	
Chris Blades	Geography	
Steve Bonney	Science	
Patricia Bowe	Maths	
Tyne Boyle	Catering Assistant	
Rachel Bradley	Geography	

Katie Butler	LSD	
Alastair Byers	ICT	
Joshua Byers	MFL	
Victoria Carruthers	Attendance	
Eriko Carter	Catering Assistant	
Kaylee Clark	English	
Amy Cooke	Science	
Samantha Cooper	ICT	
Hannah Cotton	ADT	
Joyce Coulthard	Cleaning	
Stacey Coulthard	LSD	
Sandra Crozier	Mid-day Supervisor	
Jane Cumberworth	Mid-day Supervisor	
Jemma Dakers	History	
Samantha Davies	English	
Liisa Dawson	English	
Susan Denwood	Cleaner	
Jake Dewar	Science	
Charlotte Edwards	Science	
Sharan Fisher	Vocational	Associate Assistant Headteacher
Ryan Forsyth	PE	
Emelie Fox	French	

Karen Frankland	Science	
Neil Fulton	PE	
Dale Gebbie	PE	
Denise Graham	ICT	
Alison Gribben	LSD	
Lucy Haddath	Science	
Karen Haigh	Examinations	
Rowena Henderson	Science	
Andrea Hewitt	Catering Assistant	
Norman Haigh	Science Technician	
Estefania Hidalgo	MFL	
Chloe Holliday	Guidance	
Leah Holliday	Safeguarding	Assistant Headteacher
Lee Holliday	Pastoral	
Chloe Howell	ADT	
Rhianna Humes	LSD	
Jenny Hyde	Administration	
Barbara Irving	Pastoral	
Sarah Irving	Catering Assistant	
Jack Johnston	History	
Beverley Johnstone	LSD	
Antal Juhasz	Maths	

Sally Kealey	Science Technician	
Daniel Kirkbride	Site	
Ian Kirkbride		Senior Site Manager
Lisa Kirkbride	Mid-day Supervisor	
Clare Kirby	Attendance	
Kate Lawson	PE	
Karen Lawson	Guidance	
Philip Lister	ICT	
Jaqueline Little	Mid-day Supervisor	
Mickael Machard	French	
Shirley McClean	LSD	
Keifer McCrickard	Music	
Melissa McMurray	LSD	
Ronald Mossop	Site	
Karen Mumberson	Pastoral	
Dean Newton	Music	
David Nicholson	Science	
Katie Norman	Art	
Helen Needham	Assistant Team Leader	
Debbie O'Connell	Technician	
Marianne O'Hea	LSD	
Gillian Olley	Receptionist	

Sophie Parker	English	
Sandra Parslow	Maths	
Chris Pattinson	Sixth Form	Assistant Headteacher
Emma Pearson	Catering Assistant	
Claire Poddington	Science	Assistant Headteacher
Sam Potts	Finance	
Pam Phillips	Kitchen Team Leader	
Mark Rainsley	History	
Joe Richardson	Science	
Fabienne Robertson - Barnett	ADT	
Andrew Scott	Maths	
Sarah Scott	PE	
Megan Scott	Receptionist	
Sheila Shipton	Science	Associate Assistant Headteacher
Connie Smith	PE	
Matthew Smith	ADT	
William Smith	PE	
Victoria Smith	English	
Melissa Smithson	LSD	
Ruth Stead	ADT	Assistant Headteacher
Dale Stephenson		Business Manager
Antony Stevenson	PE	

Brian Taylor	Sports Centre	
Kirsty Taylor	Sports Centre	
Tracy Taylor	Sports Centre	
Sheree Teasdale	Catering Assistant	
Eileen Telford	Attendance	
Kirri Thorburn	LSD	
David Tromans		Headteacher
Imogen Walker	ADT	
Nicola Walling	LSD	
Mark Walsh		Facilities Manager
Lee Wassell	Geography	
Nico Watt	PE	
Caroline West	Catering Assistant	
Amy Wright	Maths	
Kelly Yates	LSD	

Department	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes
Cumberland Council	Main Switchboard	01228 606060 office hours	0300 3031042 out of hours emergencies	
Media / Communications	Kieran Barr	Office: 01228 221008 Kieran Barr: 01228 226329 office hours	07500 066520 out of office hours	Kieran.Barr@cumbria.gov.uk
Legal Services		07919 29326		
Risk/Insurance Team	Martin Harrison	01228 226268		Martin.Harrison@cumbria.gov.uk
Property Team	David Askew	01228 221115	01228 221109 (a No. will be provided on the answerphone)	property@cumbria.gov.uk
Building Maintenance Help Desk		01228 221106 office hours	0808 1697489 out of office hours	building.maintenance@cumbria.gov.uk
Integrated Transport Team		01228 226005/01		
County Psychological Service & SEND Teaching Support		01900 706453		
Children's Services	General Adviser	0333 240 1727	01768 895019	
Corporate Health and Safety Team	Judith Chandler, Lead H and S Adviser, Schools	07584 534670 / 01228 221616	0300 3031042 out of hours emergencies	judith.chandler@cumbria.gov.uk
Evolve/Outdoor Learning & Educational Visits Advisory Service	Matt Ellis – Evolve/Outdoor Learning & Educational Visits Advisory Service	017687 72005	0300 3031042 out of hours emergencies	evas@sunderland.gov.uk
Emergency Planning	Resilience Unit	01768 812500		emergency.planning@cumbria.gov.uk
Cumbria Covid-19 Call Centre		0800 783 1968	9am – 5pm Mon – Fri & 10am – 2pm Sat & Sun	EducationIPC@cumbria.gov.uk
Cumbria Schools ICT Support		01228 221225		
Virtual School & Equalities Learning		07771 982032		
Cumbria Adult Education		07827 895804		
Cumbria Safeguarding Children Partnership				

Department	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes
Cumbria SCP				
Concerns about a child	Cumbria Safeguarding Hub	0333 2401727		safeguardinghub.fax@cumbria.gov.uk
DO (formerly LADO)		03003 033892		lado@cumbria.cumbria.gov.uk
Early Help Team		03003 033896		early.help@cumbria.gov.uk

1.5 Contact Details – Local Radio Stations

When contacting Local Radio Stations, the school's DfE No. will be requested as a security check: Quote: **(909) 4104**

Radio Station	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes (e.g. coverage & frequency)
BBC Radio Cumbria	Carlisle	0845 3051122	01228 592444 after 9.00am	www.bbc.co.uk/radiocumbria Cumbria FM: 95.2, 95.6, 96.1, 104.1, 104.2 MHz MW: 756, 837, 1458 KHz
	Barrow	01229 836767 (Not always manned)		
Local Radio CFM	Carlisle	01228 818964	01228 810444 before 9:00am	To register: www.cfmradio.com/pages/school-closures-register/ To check closures: www.cfmradio.com/pages/school-closures/ Cumbria & South West Scotland FM: 96.4, 102.2, 102.5, 103.4 MHz

1.6 Contact Details – Other Organisations

Organisation	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes
Emergency Services / Contacts				
Police		999 (emergencies 24 hr)	101 (non-emergencies 24 hr)	
	Local Police Community Support Officer – Lisa Jackson			
Ambulance	Maryport Ambulance Service	999 (emergencies 24 hr)	111 (non-emergencies 24 hr)	
Fire & Rescue Service	Maryport Fire & Rescue Service	999 (emergencies 24 hr)		
Coast Guard	Maryport Inshore Rescue	01900 812225	999 (emergencies 24 hr)	
Hospitals	Cumberland Infirmary, Carlisle	01228 523444		
	West Cumberland, Whitehaven	01946 693181		
	Westmorland General, Kendal	01539 732288		
	Furness General, Barrow	01229 870870		
	Penrith Hospital	01768 245555		
National Health Service		111 (24 hour)		www.nhs.uk/111
Public Health England (PHE)	Cumbria and Lancashire Health Protection Team (HPT)	0344 225 0562 – Option 2	Out of Hours: 0151 434 4819	www.gov.uk/government/organisations/public-health-england
Environment Agency	Enquiries	03708 506506		www.gov.uk/ea
	Incident Hotline	0800 807060		
	Flood line	0345 988 1188 (24 hr)		
Met Office		0370 900 0100 (24 hr, weather desk)		www.metoffice.gov.uk
National Grid Gas Emergencies (formerly Transco)	Gas	0800 111 999		
Calor Gas Emergencies	LPG	03457 444999		
Government / Government Agencies				
Foreign & Commonwealth Office (FCO)		+44 (0)20 7008 1500 (24 hr, consular assistance)	If abroad, Tel: +44207 008 1500	www.gov.uk/fco
	General Enquiries	0370 000 2288 (office hours)		www.gov.uk/dfc

Organisation	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes
Department for Education (DfE)	Coronavirus Helpline	0800 046 8687		DfE.coronavirushelpline@education.gov.uk
Health & Safety Executive (HSE)	Major Incidents Duty Officer	0151 922 9235 (24 hr)		www.hse.gov.uk
	Major Incidents Duty Press Officer	0151 922 1221 (24 hr)		
	Incident Contact Centre (RIDDOR Reporting)	0345 300 9923 (office hours)		
Health & Safety Services Providers				
Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	Office Hours & 24-Hour Emergencies	01228 210152		
	Kym Allan, Director	As above	07909 484449	kym@kymallanhsc.co.uk
	Helen Blamire, Consultant			helen.blamire@kymallanhsc.co.uk
	Penny Gosling, Consultant			penny.gosling@kymallanhsc.co.uk
CLEAPSS Helpline	School Science and D&T Service	01895 251496	Fax: 01895 814372	
School Insurers				
Zurich Municipal	Employers Liability	0191 230 0114		
Zurich Municipal	Public Liability	0191 230 0114		
Zurich Municipal	Property (Building & Contents)	0191 230 0114		
Utility Providers				
Mains Gas	Corona Energy	0800 804 8589		
Electricity	N-Power	0800 073 3000		
Water/Wastewater Supplier	United Utilities	Water supply/discoloured water/drains/sewers: 0345 6723723		
		Leak line: 0800 330033		
Telephone/Communications Supplier	System Online IT & Communication	01228 599898		
Other Local Contacts / Suppliers				

Organisation	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes
Local Schools or other Accommodation e.g. Village Hall, etc.	Mayport C of E Primary School	01900 812299		
Religious Church or Centre	St Marys Church, Maryport	01900 813077		
Supplier - Temporary Staff	Numerous organisations.			
Fire & Flood Restoration	Dritech fire and flood restoration.	01228 317858		
Portable Buildings & Toilets	Border loos	01228 792792		
Electrical Contractor	C & E Builders	07713 563625		
Gas Contractor	Thomas Armstrong Ltd	01900 68211		
Roofing Contractor	Andrew Storey	07712 585921		
Glazing/Boarding Up Contractor	Cumbria Superglaze	01900 68501		
Asbestos Abatement Contractor	West Coast Thermal	01900 65327		
Fire Alarm Maintenance	Northern Security	01228 532562		
Security Alarm Maintenance	Northern Security	01228 532562		
Air Con Maintenance	T&S Air conditioning	01228 409695		
Legionella Maintenance	Ward Group	01229 811222		
Fire Equipment Maintenance	Beacon Fire Protection.	0845 470 7010		
Kitchen Equipment Maintenance	Border Food Machinery	01228 534996		
Sanitary Disposal Company	Thomas Graham & Sons Ltd	01946 823800		
Pest Control	AA Pestroy	01946 693708		
Sewage Pump Maintenance	Tuke and Bell	01942 276773		
Grounds Machinery Maintenance	Keswick Ground Machinery	01768 863806		
Plant Hire e.g. generators, heaters, air conditioning, Water Bowsers etc.	Kaytools Hire Centre	01900 64941		

Organisation	Name / Role of Contact <i>(if applicable)</i>	Contact Details	Alternative Contact Details	Notes
Other Useful Contacts				
Education Support Partnership <i>(Formerly Teacher Support Network)</i>	Provides practical & emotional support to staff in the education sector and their families	08000 562 561		www.educationsupportpartnership.org.uk/

SECTION 2 – ACTIVATION

2.1 Notification of Incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent, member of the public, the emergency services, the LA). Whoever receives the alert should ask for, and record, as much information as possible.

- **Maintain a written record of your actions using Initial Notification Form (A) and an Incident Log Sheet (B). You may wish to record any new contact details in section 1.7.**
- **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- **Find out what has happened. Obtain as clear a picture as you can.**
- **Discuss with the informant what action needs to be taken and by whom.**

A - Initial Notification	
Question	Logged Response
Name of Informant	
Date & Time of Call / Report	
Contact Details of Informant	
Date & Time of Incident	
How were you made aware of the incident?	
Exact Location of incident	
Details of the incident (e.g. type, severity etc.)	
Where is the informant now and where are they going?	
People affected including names, injuries, where they are, where they are being taken. <i>(record on a separate sheet if required)</i>	
What arrangements are in place for people not directly involved in the incident?	
Have the Emergency Services been called?	
What advice has the emergency services given?	

A - Initial Notification

Question	Logged Response																				
Is the incident currently affecting School activities? If so, which areas?																					
What is the estimated duration of the incident?																					
What is the actual or threatened loss of workforce?	Over 50% <input type="checkbox"/>																				
	20 – 50% <input type="checkbox"/>																				
	1 – 20% <input type="checkbox"/>																				
Has access to the whole site been denied? If so, for how long? <i>(Provide estimate if not known)</i>																					
Which work areas have been destroyed, damaged or made unusable?																					
Are systems and other resources unavailable? <i>(Include computer systems, telecoms, other assets)</i>																					
If so, which staff are affected by the ICT disruption and how?																					
Have any utilities (telephone, gas, electricity, water or sewerage) been affected?																					
Is there media interest in the incident? <i>(Likely or actual)</i>																					
Does the incident have the potential to damage the school's reputation?																					
Who has been informed?	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Head teacher</td> <td><input type="checkbox"/> Ambulance Service</td> </tr> <tr> <td><input type="checkbox"/> School staff</td> <td><input type="checkbox"/> Local Authority</td> </tr> <tr> <td><input type="checkbox"/> Governors</td> <td><input type="checkbox"/> H&S Services Provider</td> </tr> <tr> <td><input type="checkbox"/> Pupils</td> <td><input type="checkbox"/> Diocese</td> </tr> <tr> <td><input type="checkbox"/> Parents</td> <td><input type="checkbox"/> HSE</td> </tr> <tr> <td><input type="checkbox"/> Extended Services</td> <td><input type="checkbox"/> FCO</td> </tr> <tr> <td><input type="checkbox"/> Wrap Around Care</td> <td><input type="checkbox"/> Media</td> </tr> <tr> <td><input type="checkbox"/> Private Hirers</td> <td><input type="checkbox"/> School Insurers</td> </tr> <tr> <td><input type="checkbox"/> Police</td> <td><input type="checkbox"/> Trade Union</td> </tr> <tr> <td><input type="checkbox"/> Fire & Rescue Service</td> <td></td> </tr> </table>	<input type="checkbox"/> Head teacher	<input type="checkbox"/> Ambulance Service	<input type="checkbox"/> School staff	<input type="checkbox"/> Local Authority	<input type="checkbox"/> Governors	<input type="checkbox"/> H&S Services Provider	<input type="checkbox"/> Pupils	<input type="checkbox"/> Diocese	<input type="checkbox"/> Parents	<input type="checkbox"/> HSE	<input type="checkbox"/> Extended Services	<input type="checkbox"/> FCO	<input type="checkbox"/> Wrap Around Care	<input type="checkbox"/> Media	<input type="checkbox"/> Private Hirers	<input type="checkbox"/> School Insurers	<input type="checkbox"/> Police	<input type="checkbox"/> Trade Union	<input type="checkbox"/> Fire & Rescue Service	
<input type="checkbox"/> Head teacher	<input type="checkbox"/> Ambulance Service																				
<input type="checkbox"/> School staff	<input type="checkbox"/> Local Authority																				
<input type="checkbox"/> Governors	<input type="checkbox"/> H&S Services Provider																				
<input type="checkbox"/> Pupils	<input type="checkbox"/> Diocese																				
<input type="checkbox"/> Parents	<input type="checkbox"/> HSE																				
<input type="checkbox"/> Extended Services	<input type="checkbox"/> FCO																				
<input type="checkbox"/> Wrap Around Care	<input type="checkbox"/> Media																				
<input type="checkbox"/> Private Hirers	<input type="checkbox"/> School Insurers																				
<input type="checkbox"/> Police	<input type="checkbox"/> Trade Union																				
<input type="checkbox"/> Fire & Rescue Service																					
Does anyone else need to be informed?																					
Any further actions required.																					

A - Initial Notification

Question	Logged Response
<p>If the incident happened on an OFF-SITE/EDUCATIONAL VISIT, please ask the questions below. You might already have these details, but it could be useful to seek confirmation.</p>	
Who is calling?	
If you have more than one, which school/setting are they from?	
What is their role in the group (leader, assistant leader, participant)?	
What number can they be called back on should you be disconnected?	
What has happened? What is the nature of the emergency?	
What is the number and status of any casualties?	
What is their current location?	
What is the total number of people in the party?	
Are they staying where they are or moving? If they are moving where to?	
What help do they require?	
What time did the incident happen?	
What time is it now?	
If the incident happened abroad, do the FCO need to be notified?	
Anything else?	

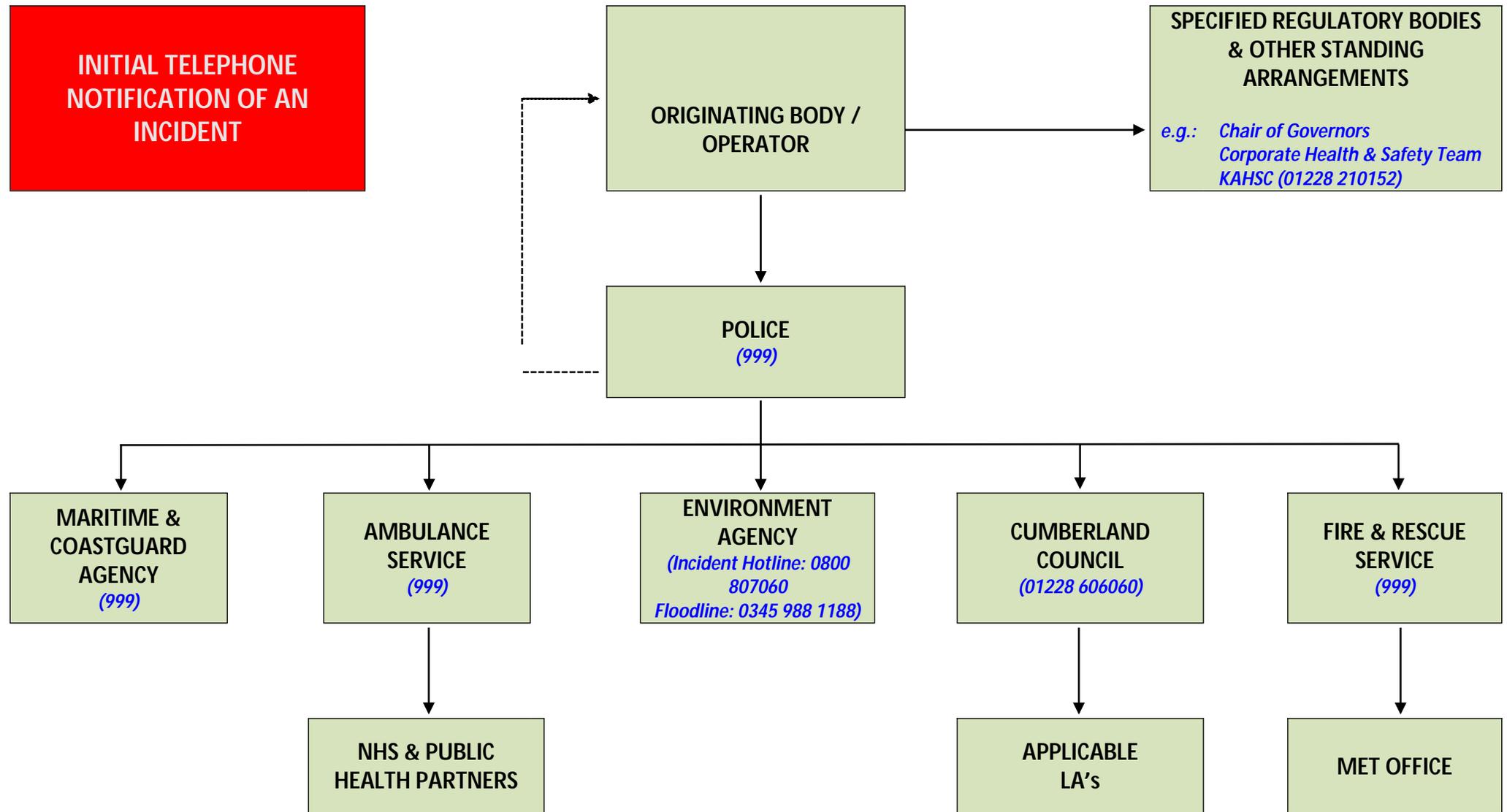
B – Incident Log Sheet

- Notes should be recorded in chronological order.
- Notes should be clear, intelligible and accurate.
- Include factual information.
- Use plain and concise language.
- Keeps records of any expenditure.
- Do not remove any pages.
- Do not use correction fluid - if you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Name of person completing this log:		Nature of Incident:		Date:		Sheet No.:	
--	--	----------------------------	--	--------------	--	-------------------	--

No.	Time	Name	Information	Action Required	Done (tick)
		From			
		To			
		From			
		To			
		From			
		To			
		From			
		To			
		From			
		To			

2.2 Initial Action



Immediately inform the Head teacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions overleaf.

- **Assess the situation and establish a basic overview of the incident.**
- **Take immediate action to safeguard pupils, staff and visitors.**
- **Attend to any casualties and administer first aid, if appropriate.**
- **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.

- **Collect any equipment that may prove useful (e.g. first aid kit, grab bag – refer to APPENDIX 1).**
- **Log all communications and actions.**
- **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**
- **Refer to the list of emergency contact numbers for additional support if required.**
- **Where possible, avoid closing the school and try to maintain normal routines.**

3 SECTION 3 – ROLES AND RESPONSIBILITIES

3.1 Roles and Responsibilities – Coordination

No.	Coordination - INITIAL RESPONSE	Tick / Sign / Time
1	Establish a basic overview of the incident e.g. scale/severity, duration, impact etc.	
2	If the incident has occurred on an off-site visit: <ul style="list-style-type: none"> • Liaise with the visit leader on a regular basis. • Consider sending extra staff to support the visit leader. • Discuss with the visit leader the arrangements for notifying parents. • Consider how parents and pupils will be reunited. 	
3	If appropriate, dial 999 for the emergency services.	
4	If necessary: <ul style="list-style-type: none"> • Raise the alarm and evacuate the school building. • Consider whether it may be safer or better for the welfare of pupils to stay within the school premises and congregate at a relative place of safety indoors. • If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities. 	
5	Wherever possible, assign members of staff to relevant SEMT roles: <ul style="list-style-type: none"> • Business continuity. • Communications. • Log-keeping. • Media management. • Resources. • Welfare/Pastoral Care. 	
6	Remember to: <ul style="list-style-type: none"> • Allocate tasks amongst the SEMT. • Ensure that staff are clear about their designated responsibilities. • Establish the location and frequency of SEMT / staff briefings. • Ask staff to maintain a log of actions made and decisions taken. • Assign a log-keeper to provide administrative support. 	
7	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
8	Take action to protect property.	
9	Work closely with other organisations (e.g. emergency services, LA) as required. Provide accurate and factual information to those arriving on-scene.	
10	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books). Ensure the emergency services are aware of anyone who is unaccounted for.	
11	Inform governors as appropriate.	
12	Decide the most appropriate method of contacting relatives of pupils / staff affected. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

No.	Coordination - ONGOING RESPONSE	Tick / Sign / Time
13	Act as the main contact for coordination of the response. Continue to liaise with the emergency services and other organisations.	
14	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to coordinate their actions & help to resolve any complications that arise.	
15	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
16	Ensure that regular briefings are given to: <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors • Wrap Around Care Providers • Extended Services • Private Hirers/Other building users 	
17	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from the LA media Team / Emergency Services as needed.	
18	Check that everyone who should have been notified of the incident has been informed.	
19	In the event of a serious injury or fatality, report the incident to your Health & Safety Services Provider as soon as possible – they will notify the HSE.	
20	Seek advice on legal and insurance issues, if appropriate.	
21	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

No.	Coordination - RECOVERY	Tick / Sign / Time
22	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
23	Ensure that post incident support is available to all who may require it (refer to APPENDIX 2).	
24	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
25	Complete any necessary forms / paperwork.	
26	Arrange a debrief for school staff involved in the response.	
27	Represent the school at other debriefs which may take place e.g. one organised by the LA.	
28	Initiate a review of the school emergency plan.	
29	Consider contacting the Head teachers of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and Responsibilities - Business Continuity

Refer to **APPENDIX 3a-d** for more information on business continuity arrangements.

No.	Business Continuity - INITIAL Response	Tick / Sign / Time
1	Assess the nature of the incident, e.g. loss of: <ul style="list-style-type: none"> • Utility supply. • Supplier. • Premises. • Personnel. • Telecommunications. 	
2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
3	Consider how the incident will affect any wrap around care provision, extended services or private hirers/other building users. Liaise with these services as necessary.	
4	Attempt to recover important documents, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
5	If appropriate, contact organisations which can assist in document restoration.	

No.	Business Continuity – ONGOING Response	Tick / Sign / Time
6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
7	Seek support from other organisations e.g. buddy schools, the LA, suppliers, contractors as required.	
8	Consider using different ways of working to allow for reduced workforce. This may include: <ul style="list-style-type: none"> • Larger class sizes (subject to staff: pupil ratios). • Use of Teaching Assistants, Student Teachers, Learning Mentors etc. • Pre-prepared educational materials that allow for independent learning. • Team activities and sports to accommodate larger numbers of pupils at once. 	
9	Suspend 'noncritical' activities.	
10	Work with the 'communications' role to ensure staff, pupils and parents are informed of any changes to the school routine.	
11	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

No.	Business Continuity – RECOVERY	Tick / Sign / Time
12	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
13	Put in place arrangements for remote (virtual) learning, if necessary.	
14	Make an inventory of any equipment which has been damaged. Arrange for important items / documents to be salvaged, restored or replaced.	

3.3 Roles and Responsibilities - Communications

Refer to **APPENDIX 10** for more information on communication arrangements.

No.	Communications - INITIAL RESPONSE	Tick / Sign / Time
1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
3	Support staff with any communication needs they may have.	
4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

No.	Communications - ONGOING RESPONSE	Tick / Sign / Time
5	Ensure regular information is provided to: <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors • Wrap Around Care Providers • Extended Services • Private Hirers/Other building users 	
6	Consider the most effective arrangements for contacting pupils and parents. Ensure that records of calls made to parents are maintained.	
7	Liaise with the 'media management' role about contacting local radio stations.	
8	Update the school answer phone on a regular basis.	
9	Liaise with the 'coordination' role in sending a letter home to parents. This could include information on: <ul style="list-style-type: none"> • What has happened. • How their child was involved. • The actions taken to support those involved. • Who to contact if they have any concerns or queries. 	
10	In the event of a major emergency, seek support from the LA; they may be able to establish a helpline for enquiries from the public.	

No.	Communications - RECOVERY	Tick / Sign / Time
11	Provide regular briefings to pupils and parents.	
12	Assist the 'business continuity' role in providing remote / virtual learning.	
13	Check that any information in the public domain (e.g. website content) is accurate and up to date.	

3.4 Roles and Responsibilities - Log-Keeping

Refer to **Section 2.1** for detailed guidance on log-keeping.

No.	Log-Keeping - INITIAL RESPONSE	Tick / Sign / Time
1	Attend SEMT briefings. Keep a log of important information, actions taken, and decisions made.	
2	Ensure that each member of staff keeps an incident log (refer to Section 2.1, Incident Log B).	

No.	Log-Keeping - ONGOING RESPONSE	Tick / Sign / Time
3	Provide administrative / secretarial support to the SEMT.	
4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
5	Record details of any expenditure incurred by the school.	

No.	Log-Keeping - RECOVERY	Tick / Sign / Time
6	Collate all incident logs, making copies if necessary.	
7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference e.g. in the event of a debrief or enquiry.	

3.5 Roles and Responsibilities - Media Management

No.	Media Management - INITIAL RESPONSE	Tick / Sign / Time
1	Seek support from other organisations (e.g. emergency services, LA Media Team) in responding to media requests.	
2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents have been notified.	
5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or LA may be able to undertake this role. DO NOT make any media statement without first contacting the LA Media Team.	
6	Be prepared to be interviewed by the media.	

No.	Media Management - ONGOING RESPONSE	Tick / Sign / Time
7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services and LA Media Team (and other organisations as appropriate).	
10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents to avoid speculation when talking to the media.	
11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

No.	Media Management - RECOVERY	Tick / Sign / Time
12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
13	Be aware of media interest in memorials or anniversaries of the event.	

3.6 Roles and Responsibilities - Resources

No.	Resources - INITIAL RESPONSE	Tick / Sign / Time
1	Act to protect property. Isolate utility supplies if required.	
2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Providing personnel with a site map/CAD Plans.	
4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. Provide authorised visitors with identification badges and ensure they sign-in and sign-out. Ensure that media access to the site is controlled. 	

No.	Resources - ONGOING RESPONSE	Tick / Sign / Time
5	Liaise with utility suppliers as required.	
6	Establish safe and secure areas to assist the response e.g. <ul style="list-style-type: none"> SEMT briefing room. Briefing area for parents Media briefing room 	
7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
8	Ensure the school site is secure e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded.	
9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

No.	Resources - RECOVERY	Tick / Sign / Time
10	Work closely with the 'coordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
11	Arrange a site visit with relevant personnel e.g. emergency services, utility suppliers, LA) involved in the recovery phase.	
12	Procure temporary classrooms/accommodation if appropriate.	

3.7 Roles and Responsibilities – Welfare / Pastoral Care

No.	Welfare - INITIAL RESPONSE	Tick / Sign / Time
1	Establish arrangements to meet the welfare needs of pupils, staff, parents, visitors and responders.	
2	Identify pupils who may require additional support: <ul style="list-style-type: none"> • Those with special educational needs and disabilities (SEND). • Those with medical needs. • Those with Personal Emergency Evacuation Plans (PEEPs). • Anyone who may be particularly vulnerable or badly affected e.g. those who were involved in, or witnessed, the incident. 	

No.	Welfare - ONGOING RESPONSE	Tick / Sign / Time
3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
4	Decide for reuniting pupils with their parents. Ensure that a member of staff is present to meet and greet them.	
5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
6	Where possible, every child should be spoken to, and asked if they are alright, before they leave school.	
7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
8	Ensure that staff take regular rest periods.	

No.	Welfare - RECOVERY	Tick / Sign / Time
9	Refer to APPENDIX 2 for information on welfare arrangements and post incident support after the emergency response.	

3.8 Roles and Responsibilities –Educational Visit Leader

No.	Visit Leader - INITIAL RESPONSE	Tick / Sign / Time
1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
2	Contact the Head teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad. Head teacher to contact the school's Health and Safety Provider.	
3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
5	Identify pupils with SEND and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult: pupil ratio.	
7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
8	Keep a log of important information, actions taken, and decisions made.	
9	Remember to retain any important items / documents e.g. <ul style="list-style-type: none"> • Contact details. • Consent forms (including medical and next-of-kin details) • Maps • Tickets • Insurance policies • Proof of identity • Passports (if abroad) 	
10	Avoid making comments to the media until parents have been informed.	
11	Do not discuss legal liability with others.	

No.	Visit Leader - ONGOING RESPONSE	Tick / Sign / Time
12	Continue to assess any risks to pupils and staff. Act to prevent further harm if necessary.	
13	Act as the main contact for co-ordination of the response and work closely with the Head teacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
14	Continue to brief staff and allocate tasks on a regular basis.	
15	Monitor and reassure pupils. Decide for the longer-term welfare needs of pupils and staff.	
16	Consult the Head teacher (or nominated emergency contact) about arrangements for notifying parents and reuniting them with their children.	
17	Liaise with the tour operator / provider, if appropriate.	

No.	Visit Leader - ONGOING RESPONSE	Tick / Sign / Time
18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
19	If abroad, contact the Foreign & Commonwealth Office for support.	
20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
21	Retain any receipts / documentation for insurance purposes e.g. <ul style="list-style-type: none"> • Records of expenditure • Medical certificates / hospital admission forms • Police incident number 	
22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents have been notified.	
23	Ask the Head teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

No.	Visit Leader - RECOVERY	Tick / Sign / Time
25	Refer to APPENDIX 2 for providing welfare arrangements and post incident support after the initial emergency response.	
26	Complete any necessary forms / paperwork.	

4 **SECTION 3 – DEBRIEF**

4.1 **Debrief Form**

DEBRIEF FORM			
Name		Job Title	
Date		Organisation	
What was your role in the response?			
What aspects of the response worked particularly well?			
What aspects of the response could have been improved?			
What improvements should be made to the School Emergency Plan?			
Have you identified and training needs for yourself and other staff?			

GRAB BAG CONTENTS

Item	Notes / Instructions	Date Checked	Checked By
Emergency Plan			
Parent / Pupil Contact Details <i>(this may be in hard copy form or accessed remotely i.e. via SIMS/Scholar Pack etc.)</i>	All details are held on SIMS/Edulink		
iPad with wireless connection			
Megaphone with siren			
First Aid Kit			
Torch(es)			
Two-Way Radios			
Batteries			
Eco hand AM/FM radio			
Disposable Camera with Film			
Foil Blankets			
Gloves			
Logbook			
Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper			
School Floor Plans			
Spare keys			
Hazard Barrier Tape			
Emergency drinking water			
Emergency ration food			
Illuminous glow sticks			
Student medication list	The responsibility of student's medication lies with Beverley Johnstone. In the event of an emergency Beverley must be contacted and will hold a live paper copy of the list, as there is variation to this on a regular basis.		
Hi-vis vests			

It is recommended that the contents of the grab bag are checked once a term and after use.

POST INCIDENT SUPPORT

No.	Post Incident Support - ASSISTANCE FOR PUPILS AND PARENTS	Tick / Sign / Time
1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
3	Consider which pupils need to be briefed, how, and by whom.	
4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
5	Consider providing relevant books in the school library.	
6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents before doing this.	
7	Decide to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
9	Send a letter to parents with information on: <ul style="list-style-type: none"> • The nature of the incident. • How their child was notified of the incident. • Arrangements for support organised by the school. • Who to contact if they would like additional support. 	
10	Maintain regular contact with parents.	
11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents.	
12	Consider organising an event for parents to discuss any issues or concerns they might have.	
13	If pupils who were particularly affected by the incident leave school e.g. transferring from primary to secondary education, consider, sensitively and confidentially, notifying the Head teacher of the new school.	

No.	Post Incident Support – GENERAL ACTIONS	Tick / Sign / Time
14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
15	Consider requesting support from other organisations e.g.: <ul style="list-style-type: none"> • Education Support Partnership (<i>formerly Teacher Support Network</i>) • Samaritans • Cruse Bereavement Care 	
16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
17	Cancel or rearrange any events which are inappropriate.	

No.	Post Incident Support – GENERAL ACTIONS	Tick / Sign / Time
18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

No.	Post Incident Support – RETURNING AFTER A PERIOD OF ABSENCE	Tick / Sign / Time
22	Negotiate with parents a suitable date for returning to school after a period of absence.	
23	Consider if any additional support could be provided which would make the return easier e.g.: <ul style="list-style-type: none"> • Initial part-time attendance. • Alternative methods of teaching. • A sanctuary that pupils could use if upset during the school day. 	
24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> • Missed work. • Rescheduling projects. • Exams. 	

No.	Post Incident Support – FUNERAL ARRANGEMENTS	Tick / Sign / Time
26	Contact bereaved families to express sympathy on behalf of the school.	
27	Take account of religious and cultural factors e.g. some faiths wish to hold funerals within 24 hours of death. Consider contacting religious leaders within the community for support.	
28	Consult parents sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"> • Closing the school on the day of the funeral as a mark of respect. • A senior member of staff attending the funeral on behalf of the school. • If staff and pupils can be allowed time off school to attend the funeral. • Providing transport to take pupils and staff to the funeral. • Providing pupils with information about what happens at funerals. • Arranging floral tributes and / or donations. 	

No.	Post Incident Support – REMEMBRANCE	Tick / Sign / Time
29	Considering the wishes of the family, consider providing a suitable memorial at the school: <ul style="list-style-type: none"> • Garden • Seating area / bench • Tree • Book of condolence • Fountain • Sculpture • Painting • Photograph • Prize (e.g. a sporting / academic trophy for older children) 	
30	Be aware of important dates which may need to be prepared for e.g.: <ul style="list-style-type: none"> • Birthdays • Christmas • Mother’s Day • Father’s Day • Anniversary of the event 	
31	Discuss with governors, staff, parents and pupils how to mark anniversaries and other important dates e.g. <ul style="list-style-type: none"> • Commemorative service • Special assembly • Concert • Display • Sports event 	
32	Be aware of renewed media interest near anniversaries of the event.	

BUSINESS CONTINUITY

KEY FUNCTIONS THAT MUST BE MAINTAINED

Essential Functions <i>State any critical times of year</i>	No of Essential Staff Needed FIRST WEEK
Admissions	Deputy Head Teacher, Reception Manager.
Examinations – Jan/May/June/Nov: GCSE, A-Level etc.	Head Teacher, Exams officer, Assistant Head Teacher/Senior Leader.
Payroll – External payroll via Capita	Business Manager.
Attendance Records	Attendance officer.
Census Returns	Business Manager, Exams Officer.
Results Days – 6-8 Weeks after above examination dates.	Head Teacher, Deputy Head Teacher, Exams Officer, Assistant Head Teacher, Business Manager, ICT Manager.
Safeguarding/Learning Support.	Designated Safeguarding Leader, SENCO Learning Support Leader.
Catering.	Business Manager & Site Manager.
Facilities Management	Facilities Manager, 2 Senior Site Managers.
<p><u>*Additional Business Services*</u></p> <p>Sports Centre & School House – Shut down procedure for the sports centre if inaccessible and relocation of residents occupying the on-site house in the event of an emergency, leading to a substantial period of time out.</p>	Facilities Manager, two Site Managers.

BUSINESS CONTINUITY

RECORDS

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-Based Records	Where are they Stored?	Effect of Loss (Short-, Medium, Long-Term)	Back-Up Measures / Restorative Arrangements
Coursework	Vocational – Secure storage with the exams officer. Coursework – Secure storage with teacher.	Delayed results – short term	Online backup system via ‘Turn it on.
Examination papers	Secure storage – Admin In line with JCQ regulations.	Delayed results – short term	Online backup system via ‘Turn it on. Exams officer may apply to exam board for re-sit or a predicted grade.
Asset registers / equipment inventories	Online only, cloud-based management system.	N/A	Daily off-line backups.
Insurance documentation	Secured storage – Admin Safe with Business Manager.	N/A	Daily off-line backups.
Electronic Records	Where are they Stored?	Effect of Loss (Short-, Medium, Long-Term)	Back-Up Measures / Restorative Arrangements
Coursework	Secured online via teacher	Delayed results – short term	Online backup system via ‘Turn it on.
Contact details (Staff/Students)	Secured online – SIMS.	Delayed reopening – short term.	Daily off-line backups.
Financial information	Secured in finance office/safe by Business Manager/Finance Manager.	Delayed reopening – short term.	Daily off-line backups.
Medical information	Secured online – SIMS Business Manager – HR for staff. SENCO – Learning support via SIMS.	N/A	Online backup via SIMS
Remote Learning	Notes / Instructions		
Website	Netherhall School Website – Multiple platforms on student links, Edulink, Office 365 etc, cloud-based accessible off site.		

Email	www.Netherhall.cumbria.sch.uk
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BUSINESS CONTINUITY

ESSENTIAL IT SYSTEMS / APPLICATIONS

Use this form to list the minimum system or applications that your school will require to run the essential services assuming an incident prevents access to your normal PC and Servers and those that would have to be reconstructed. Entries may include Email, Internet systems, applications, spread sheets, databases etc. "Required By" is to identify the maximum length of time before the system is required. "Back-ups" is the person/group who takes regular back-ups of the data. "Availability Agreed With" identifies who has agreed the requirement and arranged the recovery agency. A response in these columns may be a central organisation. Under 'Functions', list the key services that are dependent on the availability of the system/application.

Essential Systems/ Application	Required by (Hours/Days)	Min. Number of Users Requiring Access	Who Takes Back-ups	Function(s)	Availability Agreed With
SIMS.	1 day.	3.	NHS – 5 days with Veeam + Air gapped hard drives.	MIS system.	SLT / IT support
Office 365.	1 day.	All.	None in place.	Email and OneDrive.	SLT / IT support
Edu link.	1 day.	3.	Query with provider.	Parental communication.	SLT / IT support
Active directory.	1 day.	All.	NHS – 5 days with Veeam + Air gapped hard drives.	Local user authentication.	SLT / IT support
Internet filter.	1 day.	All.	Talk straight.	Internet filter.	SLT / Schools broadband

Back-up Details

Where are back-ups held? (Exclude back-ups taken centrally by outside organisation)	External building onsite plus 5x encrypted USB devices held with management.	Number of laptops in establishment/team (stored off-site overnight)	50 (approximate)
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Area	Requirement	Number Required	
		1 st Week	Long Term
Staffing	Administration	1	As per week 1.
	Teachers	All Staff.	"
	Non-Teaching Staff	All Staff.	"
	Learning Support Staff	All Staff.	"
	Kitchen Staff	All Staff.	"
	Cleaning Staff	All Staff.	"
	Site Staff	Minimum of 3.	"
Classrooms	Basic	All Classrooms.	"
Reception	Basic	1	"
Desks and Chairs	Office Desks	All desks.	"
	Classroom Desks	All desks.	"
	Office Chairs	All chairs.	"
	Classroom Chairs	All chairs.	"
	Normal Office phones	All departments.	"
	Mobile Phones	All members of staff.	"
	Office Shredder	2	"
	Classroom (e.g. whiteboards)	All equipment.	"
Public Access Requirements	Secure Entrance	1	"
	Wheelchair Access	1	"
Special Provisions	Confidential interview area	1	"
	Secure area	1	"
Hardware and Networking requirements	Networked Workstations	All workstations.	"
	Local PCs	All PC'S	"
Printing Requirements	Photocopiers	4	"
	Printers	4	"

BUSINESS CONTINUITY

LOSS OF UTILITIES, SUPPLIERS, PREMISES, PERSONNEL & TELECOMMUNICATIONS

Loss of Utility Supply			
Utility Supply	Considerations	Alternative Arrangements in Place	Notes
Gas	N/A – Please see notes below.		
Water			
Electricity			
Heating			

Note -

In the event of any loss of utilities for a prolonged period the school would be unable to proceed with the day to day working environment, and as a result the school would have to be closed at the discretion of the Head Teacher until services were reinstated.

Supplier	Alternative Arrangements in Place	Notes
Catering & Staff	<ul style="list-style-type: none"> Students to be encouraged to bring packed lunches in the loss on-site catering facilities. 	
Cleaning & Staff	<ul style="list-style-type: none"> The site management team will undertake any short-term cleaning duties. An alternative cleaning contractor will be perused long term. Enough cleaning stock is kept on site to cope with any short-term disruption to cleaning. 	
Grit / Salt	<ul style="list-style-type: none"> Enough stock is kept on site to cope with a temporary disruption to the supply chain. Salt to be sourced from alternative suppliers. 	
Premises	Alternative Arrangements in Place	Notes
Toilets	<ul style="list-style-type: none"> There are multiple toilet blocks located within the establishment, given the loss of individual toilet blocks staff and students still have the use of alternative toilets. In the loss of all toilets, portable toilets will be procured for staff and students. 	
Reception	<ul style="list-style-type: none"> The school reception will be relocated to the reprographics area, this is the most suitable location to be used temporarily. 	
Classrooms	<ul style="list-style-type: none"> There are various areas which can be used short term to provide teaching space. ICT suites, gym hall and theatre. Remote learning can be provided for short term loss. Classes may be merged if needed, whilst still maintaining an adequate pupil/staff ratio. For any prolonged periods, temporary portable classrooms would have to be situated to the site to accommodate students. 	
Kitchen	<ul style="list-style-type: none"> Students will be encouraged to bring packed lunches to the school. 	

Premises	Alternative Arrangements in Place	Notes
	<ul style="list-style-type: none"> As a short-term measure, food will be ordered from an external catering provider instead of being made on-site. 	
Sports Facilities	<ul style="list-style-type: none"> The school has a huge sports facility, with multiple areas which are adequate, Astro pitch, playing fields, playgrounds etc. Access to the on-site sports centre. 	
Personnel	Alternative Arrangements in Place	Notes
Head teacher	<ul style="list-style-type: none"> Mr Bailey (Deputy Head Teacher) will proceed with all correspondence relating to the school. All documented procedures for critical activities are in place. 	
Teaching Staff	<ul style="list-style-type: none"> Temporary staff will be recruited via multiple agencies. 	
Site Managers	<ul style="list-style-type: none"> Documented procedures are in place. The site team consists of 4 members of staff and will operate the school on a minimum of 3. Temporary staff will be recruited if there is a requirement to do so. 	
Business Manager / Bursar	<ul style="list-style-type: none"> The local authority will proceed with the Business Managers role and appoint a temporary Business Manager or accountant to the position. 	
Reception Staff	<ul style="list-style-type: none"> There are 3 members of staff which currently operate the reception, the school can operate with a minimum of 2, agency staff will be recruited temporarily if there is a requirement. 	
Telecommunications	Alternative Arrangements in Place	Notes
Computer Network	<ul style="list-style-type: none"> Air gapped backup via Veeam to 5 removable hard drives. One for each day of the week. No paper-based records. IT logon details held on password manager database which we would hold off line copy of. 	<ul style="list-style-type: none"> This needs to be strengthened as it is not robust enough and only has one level. No current back up for office 365, risk of issues due to malware. Cloud backup system being investigated currently.
Website / Extranet	<ul style="list-style-type: none"> Website remotely hosted so very unlikely to be affected. Possibility to use office 365 e.g. email and OneDrive remotely in the event of local failures. 	
Attendance Management System	<ul style="list-style-type: none"> No paper-based copy of SIMS, in the event of malware attack this is required, without contract details held another way it is likely the school would have to close. 	

Telecommunications	Alternative Arrangements in Place	Notes
Text Messaging System	<ul style="list-style-type: none"> • Edulink would be used – the LDAP passwords would be changed to on in the login tab, this saves a copy of the user's password and will allow users to still login even if the AD is not available. • The messaging facility can still be used if access to your office 365 mail server is still available. 	<ul style="list-style-type: none"> • The information available to you in Edulink will only be as up to date as the last successful cache from SIMS, there will be no live write back facility for example registers.
Telephone	<ul style="list-style-type: none"> • Due to the loss of telecommunications the school would communicate via its mobile telephone. 	
Email	<ul style="list-style-type: none"> • Office 365 is cloud based and offsite, we would continue to use this. 	

SITE INFORMATION

Utility Supplies	Location(s)	Main Shut off Valve / Switch Location(s)	Notes / Instructions
Gas	Various isolation/meter locations throughout the school which are highlighted on the CAD drawings attached.	The main gas shut-off is located inside the main boiler house.	All keys to access these locations are stored in the site office, science staff and technicians all hold keys for isolators, site office retain a master key.
Electricity	Various distribution boards/isolation points located in the school which are highlighted on the CAD drawings attached.	The main shut-off is located in the main DB store situated to the front of the school, adjacent to room 100.	All keys to access these locations are stored in the site office.
Water	Multiple water isolations located in the school. Additional stopcock situated behind the MPOD block.	The main shut off for the water is located in the main road (A596) 30 meters north of the sports centre entrance.	Lock off keys are stored in the site office. United utilities must be called to attend the site and isolate the water
Nearest water hydrant	Fire hydrant located adjacent to the bin store to the front of the school.		

Hazards	Location(s)	Notes / Instructions
Asbestos Containing Materials (ACMs)	Asbestos register is located in the facilities manager' office, and a digital soft copy.	
Petrol & diesel	Located in the ground's maintenance garage next to the site house.	Maximum of 50L combined fuels.
Chemical Store(s)	All located in the science blocks on staircase 7 and 8.	Registers supplied to fire and rescue with additional copy in the grab bag.
Radioactive Sources Store	Dark room which is located at the top of staircase 7.	

Hazardous & Dangerous Substances e.g. highly flammable liquids, aerosols, etc.	Approx. Quantities	Location(s)
<i>Petrol & Diesel.</i>	<i>Maximum of 50L combined.</i>	<i>Grounds maintenance garage.</i>
<i>Various dangerous, hazardous and flammable chemicals.</i>	<i>Link here</i>	<i>Science prep room 811.</i>

<i>Radioactive sources.</i>	<i>None</i>	<i>Radiation store cupboard located to the landing of staircase 7.</i>
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Pre-designated Areas	Location(s)	Notes / Instructions
SEMT Briefing Area	Room 100 meeting area.	
Media Briefing Area	Room 100 meeting area.	

EVACUATION

Signals

Signal for Fire Evacuation	School bell system will sound continuously.
Signal for Bomb Evacuation	School bell system will sound continuously.
Signal for lockdown procedure	School bell will sound in bursts of 5 and alert ' <i>This is not a drill, lockdown immediately until further notice</i> '
<i>In the case of a bomb/threat, the emergency services will take control of the incident and instruct school on the appropriate course of action to be followed. Evacuation procedures should follow those for fire emergencies, except doors and windows should be opened if safe to do so in order to allow any resulting blast to dissipate with minimum risk from debris.</i>	
Signal for All-Clear	School bell will sound in bursts of 3.

Assembly Points – Fire Evacuation

On-Site Fire Assembly Point(s)	3G Astro turf pitch.
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Assembly Points – Bomb Evacuation (*should be 500m from the school buildings*)

Main Bomb Evacuation Assembly Point	3G Astro turf pitch.
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Migration - Pre-identified buddy schools / place of safety / rest centres (*there should be two safe places listed*)

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to migrate temporarily to another building (e.g. buddy school or place of safety).

	Main	Alternative
Name of premise	Maryport C of E primary school	St Marys Catholic Church
Type of premise	Educational establishment	Place of worship/public religion
Contact name and details of key holder(s)	Head Teacher 01900 812299	A key has been provided to the school by the reverend.
Address	Camp road, Maryport, Cumbria, CA15 6JN	Wood Street, Maryport, Cumbria. CA15 6HE
Directions / map		
Estimated travel time (<i>walking, with pupils</i>)	Via lonning opposite the school layby – Approx. 8-minute walk to Church Street where the road will be followed to the right onto Camp Road. The primary school is located at the top of the road.	Via the A596 the walk is approx. 5 mins – the church is located to the grounds to the right-hand side of the traffic lights junction heading towards Maryport town centre.
Estimated travel time (<i>by coach, with pupils</i>)	Approx. 5 mins by coach.	Approx. 2 mins by coach.
Capacity	Approx. 400.	Approx. 400.
Capacity (sleeping)	As above.	As above.
Facilities / resources	Main hall, dining hall, classrooms, limited admin facilities.	
Notes		

LOCKDOWN

The National Counter Terrorism Security Office (NaCTSO) has also produced guidance on Developing Dynamic Lockdown Procedures: <https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures>.

Signals

Signal for lockdown	School bell will sound in bursts of 5 and alert <i>'This is not a drill, lockdown immediately until further notice'</i>
Signal for all-clear	School bell will sound in bursts 5 and alert <i>'Lockdown is over, please return to your normal duties'</i>

Lockdown

Rooms most suitable for lockdown	If the lockdown procedure is activated all staff, students and visitors must return to base, (classroom, workspace or other agreed location e.g. sports hall, theatre, etc)
Entrance points (e.g. doors, windows) which should be secured	All classroom doors must be locked, external doors which are not installed with card access magnetic locks must be secured and locked with all windows.
Communication arrangements	<ul style="list-style-type: none"> • Two-way radios • Classroom telephones • Mobile phones • Instant messaging/email

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site if safe to do so – refer to **APPENDIX 8**.

No.	Initial Response – FULL LOCKDOWN	Tick / Initial / Time
This signifies an immediate threat to the school and may be an escalation of a partial lockdown (see below).		
1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
3	Dial 999. Dial once for each emergency service that you require.	
4	Ensure people act quickly to increase protection from attack: <ul style="list-style-type: none"> • Block access points (e.g. move furniture to obstruct doorways). • Sit on the floor, under tables or against a wall. • Keep out of sight. • Draw curtains / blinds. • Turn off lights. • Stay away from windows and doors. 	
5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
6	If possible, check for missing / injured pupils, staff and visitors.	
7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

No.	Initial Response - PARTIAL LOCKDOWN	Tick / Initial / Time
<p>'Partial lockdown' is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.</p>		
8	All outside activity to cease immediately; pupils and staff return to building. Staff will be alerted via bell warning system, telephone and 2-way radios.	
9	All staff and pupils remain in building and external doors and windows locked.	
10	Movement may be permitted within the building dependent upon circumstances, but this must be supervised by a member of staff.	
11	All situations are different; once all staff and pupils are safely inside, senior staff will conduct an on-going and dynamic risk assessment based on advice from the Emergency Services. This will then be communicated to staff and pupils.	
12	In the event of an air pollution issue, air vents can be closed (where possible) as an additional precaution. Emergency Services will advise as to the best course of action in respect of the prevailing threat.	
13	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

No.	Communication - BETWEEN PARENTS AND THE SCHOOL	Tick / Initial / Time
<p>School lockdown procedures, especially arrangements for communicating with parents, will be routinely shared with parents either by newsletter or via the school website.</p>		
14	In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practicable. This will be done via the school website.	
15	<p>Parents should be given enough information about what will happen so that they:</p> <ul style="list-style-type: none"> • Are reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety. • Do not contact the school. Calling the school could tie up telephone lines that are needed for contacting emergency providers. • Do not come to the school. They could interfere with emergency provider's access to the school and may even put themselves and others in danger. • Wait for the school to contact them about when it is safe for them to collect their children, and where this will be from. 	
16	Movement may be permitted within the building dependent upon circumstances, but this must be supervised by a member of staff.	
17	<p>Parents will be told:</p> <p><i>'...The school is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out...'</i></p>	

Communication - BETWEEN SCHOOL AND THE EMERGENCY SERVICES

- It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown.
- Emergency Services will support the decision of the Head teacher with regarding the timing of communication to parents.

HOSTAGE SITUATION

No.	Immediate Response
1	Do not try to intervene or be a hero – do not under any circumstances try to disarm an armed trespasser/hostage taker.
2	If shots are heard instruct everyone to take cover if appropriate i.e. on the floor or under desks.
3	Co-operate and follow the instructions of the hostage taker. If taken hostage - co-operate and follow the instructions of the hostage taker; if safe, try to build rapport with hostage taker.
4	If safe to do so alert the Emergency Services (call 999 as soon as possible) and your school's Health and Safety Services Provider - outline details of what has happened, and any details known to aid response.
5	Try to remain calm and maintain/spread calmness. In most situations' children will mimic your behaviour.
6	Isolate the hostage area by evacuating other pupils and staff or follow shelter procedures.
7	If possible, account for everyone in the school, including all pupils, staff, visitors, contractors etc. in order to identify who might be being held hostage.
8	On arrival of emergency services, provide them with as much information as possible relating to the incident such as location, number children, number and behaviour of hostage taker/s, any details re: weapons, etc. along with copies of the school site and floor plans.
9	Teacher and Teaching/Classroom Assistants of those groups / classes not directly involved in the hostage situation should remain with their pupils at all times.

Refer also to the Gov.uk 'STAY SAFE Guidance for firearms and weapons attacks (Run, Hide Tell)':
<https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat>.

The police service has also released the short public information film called 'Stay Safe: Firearms and Weapons Attack' which sets out the key options for keeping safe should the worst happen. You can watch the film on the [National Police Chiefs' Council YouTube account](#).

The National Counter Terrorism Security Office (NaCTSO) has also produced guidance on Developing Dynamic Lockdown Procedures: <https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures>.

SCHOOL CLOSURE

No.	School Closure - INITIAL Response	Tick / Initial / Time
1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> • Partially opening the school to some pupils. • Bringing together groups and classes with teachers and support staff working together. • Using other school staff or volunteers to provide cover supervision or oversee alternative activities. • Asking a buddy school for assistance. • Re-arranging the curriculum. • Purchasing infection control supplies (in the event of a public health incident). <p>Note: Reception and other infant classes (children aged 5, 6 or 7) should normally be groups of 30 or less but having more than 30 in one class due to temporary exceptional circumstances is not a reason to close the school or the class.</p>	
2	If necessary, assemble the SEMT.	
3	Seek support from other organisations as appropriate.	
4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in APPENDIX 10. It may be appropriate to inform:</p> <ul style="list-style-type: none"> • Pupils • Parents • Staff • Governors • Local radio stations • Transport and catering Suppliers • Your school's Health and Safety Services Provider • The LA 	
5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref	School Closure - ONGOING Response	Tick / Initial / Time
8	Ensure pupils, parents, governors and the media are regularly informed of developments.	
9	Consider how pupils with SEND or medical needs may be affected if the school remains closed for an extended period of time.	
10	Ensure the security of the school premises.	
11	Put in place arrangements for remote learning (refer to APPENDIX 2).	

Further guidance can be found in the School Closure Advice Poster (Planned and Emergency Closures); <https://www.kymallanhsc.co.uk/Document/DownloadDocument/8697>.

COMMUNICATIONS

Designated Telephone Lines	Contact Number	Location of Telephone
Incoming Calls	01900 813434	Main reception
Outgoing Calls	01900 813434	Main reception

All relevant parties should be updated at regular intervals on the incident, even if no significant developments have occurred since the last time of contact.

Methods of communication	
School website	<ul style="list-style-type: none"> Log-in details – held with IT support via Keepass. Authorised / trained: IT support / Business Manager. Can it be updated remotely or only from the school site? – Yes.
Push notification system	<ul style="list-style-type: none"> Log-in details – Edulink One. Authorised / trained: IT support / Business Manager. Can it be used remotely or only from the school site?
Local radio stations	Instructions for reporting school closures. Contact local radio on Headteacher authorisation. TBC – authentication method.
Telephone tree	Available to all staff in staff guide – held remotely.
Sign at school entrance	Implemented via site team / facilities manager.
Email	Staff updates only.
Letter	Manual list available on encrypted USB device.
School notice board	Via Edulink One.

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils	Edulink One	LDAP cache
Parents	Edulink One	LDAP cache
Governors	Office 365	Cloud-based
Wrap Around Care Provision	DSL / SENCO	DSL / SENCO
Extended Services	DSL / SENCO	DSL / SENCO
Private Hirers/Other Building Users	Office 365 / Email	Cloud-based

BOMB THREATS

- Stay calm and listen.
- Do not end the call, but try to alert someone else to the problem, perhaps by signal or note.
- Switch on any recording device or voicemail (if connected to any).
- Tell the caller which town/district you are answering from.
- Obtain as much information as possible – try to get the caller to be precise about the location and timing of the alleged bomb and whom they represent. If possible, keep the caller talking.
- Do not leave your post – unless ordered to evacuate – until the police or security arrive.
- Record the exact wording of the threat (see below).

If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible:

Message (exact wording of threat)	
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Stay calm and listen. Being cautious, and without provoking the caller, try to ask the questions below:

Where is the bomb right now?	
What will cause it to explode?	
When will it explode?	
Did you Place the bomb?	
If yes, why?	
What does it look like?	
What kind of bomb is it?	
What is your name?	
What is your telephone no.?	
What is your address?	

Immediately the call has ended:

Time the call ended	
Record any number shown on automatic number reveal equipment	
OR try dialling 1471	
Did dialling either of the above work?	
Inform security/management & record the name & telephone number of the person informed	

(Security/management should decide the best course of action and notify the Police. If you cannot inform them and even if you think the threat is a hoax, always inform the Police directly)

Contact the Police (999) & record time you called them	
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As soon as the call has ended note down as much of the following information as possible:

Date of Call		Time of Call	
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Telephone No. the call was received on (inc. Ext No.)			
What gender was the caller?	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
Approximately how old was the caller?			
Did the caller have an accent? e.g. (foreign/local/regional/dialect)			
Did the caller use a code word?			
Did the caller sound familiar?			
What sort of voice did the caller have?	<input type="checkbox"/> Normal <input type="checkbox"/> Loud <input type="checkbox"/> Quiet <input type="checkbox"/> Whispered <input type="checkbox"/> Clear <input type="checkbox"/> Disguised	<input type="checkbox"/> Well spoken. <input type="checkbox"/> Poorly spoken. <input type="checkbox"/> Deep <input type="checkbox"/> High pitched <input type="checkbox"/> Hoarse <input type="checkbox"/> Nasal	<input type="checkbox"/> Impediment <input type="checkbox"/> Stutter <input type="checkbox"/> Lisp <input type="checkbox"/> Slurred <input type="checkbox"/> Other
At what pace did the caller speak?	<input type="checkbox"/> Normal	<input type="checkbox"/> Quick	<input type="checkbox"/> Slow
What manner did the caller have?	<input type="checkbox"/> Normal <input type="checkbox"/> Calm <input type="checkbox"/> Excited <input type="checkbox"/> Laughing	<input type="checkbox"/> Upset <input type="checkbox"/> Angry <input type="checkbox"/> Rational <input type="checkbox"/> Irrational	<input type="checkbox"/> Irritated <input type="checkbox"/> Muddled <input type="checkbox"/> Other
How did the message sound?	<input type="checkbox"/> Read Out		<input type="checkbox"/> Spontaneous
Were there any distinguishable background noises? e.g.	<input type="checkbox"/> Interference <input type="checkbox"/> Electrical/Mechanical noises <input type="checkbox"/> Payphone Tones <input type="checkbox"/> Coins being inserted. <input type="checkbox"/> Mobile phone noises <input type="checkbox"/> Interruptions <input type="checkbox"/> Animals <input type="checkbox"/> Music <input type="checkbox"/> People	<input type="checkbox"/> Chatter <input type="checkbox"/> Children <input type="checkbox"/> Traffic <input type="checkbox"/> Typing <input type="checkbox"/> Machinery <input type="checkbox"/> Aircraft <input type="checkbox"/> Glass <input type="checkbox"/> Crockery	
	<input type="checkbox"/> Other (<i>specify here</i>)		
Anything else you can remember about the call?			
Details about YOU:			
Your Name:			
Your Location (e.g. your department, section, work address etc.):			

SUSPICIOUS PACKAGES

Postal bombs or biological / chemical packages might display any of the following signs:

- *Excessive wrapping*
- *Grease marks or oily stains on the envelope / wrapping.*
- *An unusual odour including (but not restricted to) ammonia, almonds or marzipan.*
- *Discolouration, crystals or powder-like residue on the envelope / wrapping.*
- *Visible wiring / tin foil*
- *Heavy weight for the size of the package*
- *Uneven weight distribution*
- *Too many stamps for the weight of the package*
- *Poor handwriting, spelling or typing.*
- *Delivery by hand from an unknown source*
- *Wrongly addressed or come from an unexpected / unusual source.*
- *No return address or a postmark that does not match the return address.*

No.	Initial Response – UPON RECEIVING A SUSPICIOUS PACKAGE	Tick / Initial / Time
1	Remain calm.	
2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> • Do not touch the package further. • Do not move it to another location. • Do not put the package into anything (including water) • Do not put anything on top of it. 	
3	Note its exact location.	
4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
5	Notify the Police (999) and the Head teacher / nominated emergency contact immediately.	
6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

No.	Initial Response – IF EXPOSED TO A POTENTIALLY HAZARDOUS SUBSTANCE	Tick / Initial / Time
7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	